

**Inspection date**

27/10/2014

Previous inspection date

07/03/2012

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

**The quality and standards of the early years provision**

**This provision is good**

- The childminder is aware of her responsibility to protect the children in her care and undertakes regular safeguarding training to ensure her knowledge is current.
- Children learn to listen and pay attention as the childminder employs teaching strategies which are designed to help them concentrate. This helps them gain useful skills for later learning.
- The childminder works well in partnership with parents and others involved in young children's care and learning. She is flexible and proactive in her approach which ensures that they make good progress from their initial starting points.
- Children are encouraged to make the most of learning through time spent outdoors and in their local area. This broadens their horizons and encourages them to engage in active learning opportunities through time spent in the fresh air.

**It is not yet outstanding because**

- The childminder does not fully support children to make links between activities designed to encourage their early literacy development, for example, by routinely reading the books that children choose from the library and bring home from school.
- Training is not embedded within practice to ensure that the childminder continues to deepen her understanding and develop an expert knowledge of how children learn best, for example, with regard to literacy.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the childminder's house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written surveys.
- The inspector reviewed the childminder's self-evaluation form.

## Inspector

Deborah Hunt

## Full report

### Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Bretton, in the city of Peterborough, Cambridgeshire with her brother, who occasionally works as her assistant. The downstairs of the childminder's home is used for childminding and there is an enclosed rear garden available for children's outdoor play. The family has a pet dog. The childminder attends toddler groups and activities run by the local children's centre hub. She visits the library, shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, of whom two are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years. She receives support from the local authority. The childminder holds a qualification at level 3 and has completed the local authority quality framework.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- build on children's innate curiosity and enthusiasm for learning by offering them daily opportunities to share and enjoy a wide range of fiction and non-fiction books
- embed an astute and targeted programme of professional development within practice to ensure that knowledge, understanding and practice continue to improve, particularly with regard to children's literacy development.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children make good progress during their time with the childminder as she provides depth and breadth in their learning through the educational programme offered. She uses observations and assessments effectively to ensure she is aware of children's changing interests and to inform the next steps in their learning. This ensures that each child in her care makes effective progress towards the early learning goals. The childminder takes account of children's learning and progress to date as she gathers comprehensive information from parents before children start. This enables her to plan for children's specific learning and care needs from the outset. She builds a comprehensive picture of each child during the many meetings that take place with parents prior to their child starting. The childminder considers children's individual needs and the wishes of their family and varies the length of each child's induction accordingly. Her sensitive approach begins the successful dialogue which takes place with parents throughout the time each

child spends with her. The childminder has successfully introduced the use of an online software package which keeps parents well informed of their children's activities and progress. Additionally, she provides termly reports to update parents about their children's learning. Although the childminder has not yet needed to carry out the progress check completed between the ages of two and three years, she is aware of the need to do so and the forms are ready to use.

The childminder interacts with children in a relaxed, informal manner and adopts a child-centred teaching approach. Children learn effectively because she listens carefully to what they say, responding in a way which challenges them to think and explore different options. For example, children use the play kitchen as part of their restaurant role play. The childminder asks them what they are going to cook and suggests they need a menu board. Children call out their suggestions which the childminder writes up on the board and children delight in taking orders from their friends. They practise their emergent writing skills as they copy the words the childminder has written. Children become engaged in their play because the childminder offers them a range of stimulating activities based on their age and stage of development. For example, they learn to recognise letters as they use the magnetic board to arrange them and sing the alphabet song as they press out foam letter shapes to use. During circle time each day, children learn to listen effectively and take turns as they talk about their home and families and sing together. However, although children read spontaneously and are offered books to take home, the childminder does not read with them each day. This lessens how effectively their early literacy develops. Children become aware of the wider world through trips in their local community and further afield and as they study different festivals, such as Diwali.

The childminder liaises with parents and other providers, such as pre-school and school teaching staff to ensure she prepares children well in readiness for the next stage in their learning. Consequently, she is able to target activities designed to ease such moves. For example, children play schools, wagging their finger at younger peers as they remind them they need to sit quietly and practise letter and number formation using blackboards and chalk. Parents are encouraged to support their children's learning at home because the childminder shares daily verbal exchanges with them. She discusses what children have been doing and how parents can help them make further progress through simple activities. Parents share what their children do at home through daily diaries and shared photographs. Older children enjoy age-appropriate play, which offers them a different experience to their school day, because the childminder recognises their specific needs. She allows them the autonomy to choose from craft related activities, board games, technology related play and relaxing in front of the television as a contrast to the formality of their school day.

### **The contribution of the early years provision to the well-being of children**

Children respond favourably to the childminder who works hard to establish firm bonds with them as their key person. She is warm hearted and humorous in her interactions with them and they approach her with ease to ask her to join their play and for comfort and reassurance. Children's emotional well-being is, therefore, promoted effectively and they enjoy their time with her. The childminder helps children settle easily as she forms positive

relationships with their parents, ensuring she gathers all required information regarding children's daily care needs. She works closely with them to find out about children's health and dietary needs and keeps them appropriately informed about any accidents. Children behave well as the childminder adopts a calm, yet firm approach to help them understand about unwanted behaviours. Her age and stage appropriate approach and sensitive explanations ensure that their self-esteem remains intact. Children, therefore, develop an awareness of how to conduct themselves and interact with others, learning valuable skills which prepare them for the move to pre-school and school.

Children become aware of how to keep themselves and others safe as the childminder uses everyday opportunities to increase their understanding. For example, she asks them what they have to do when they use knives and children respond saying they have to 'be careful' so that they do not hurt themselves. Children's awareness of how to live healthily is very effectively incorporated within activities. The childminder's love of the outdoors is transferred to children as they enjoy much time spent in the fresh air. They enjoy welly wanders in local parks where they explore and investigate flora and fauna, bringing items back to use in craft activities. They walk to the local shops where they help select food items for cookery sessions and their meals. The childminder uses such trips as ideal opportunities to discuss the effect of different foods on their bodies, helping them develop sensible eating habits. They learn that activity which makes their hearts beat faster is doing their bodies good and other conversations cover the value of sufficient sleep, teeth brushing and personal hygiene routines. Children, therefore, learn how to look after themselves and develop self-help skills in a fun and enjoyable

### **The effectiveness of the leadership and management of the early years provision**

The childminder has a good awareness and understanding of child protection and the wider safeguarding agenda. She has undertaken recent training to ensure that her knowledge and understanding is current. The childminder, therefore, knows what to do should she have any concerns about a child in her care and is familiar with her Local Safeguarding Children Board procedure. She further demonstrates her awareness of how to ensure that parents understand relevant procedures. For example, she displays the Ofsted contact details and Local Safeguarding Children Board flow chart alongside her registration certificate and public liability insurance certificate. Parents are made aware of their joint safeguarding responsibilities and receive other key policies and all required documents via the online software package the childminder uses. The childminder ensures that all persons living within the home are suitably checked and vetted and children are never left unattended with visitors. She monitors the performance of her assistant and they work well together on the odd occasions that this arrangement is in operation. The childminder carries out routine risk assessments of her home and safety features are in place to help protect children. For example, a stairgate prevents their access to the upstairs of the property, blind cords are inaccessible and the front door is locked and the key kept available but out of children's reach.

The childminder has taken a number of steps to improve her practice since her last inspection. She now has all required documentation in place, including all required

consents and authorisations. The childminder ensures she is aware of children's interests and next steps in their learning as planning, observations and assessments have been significantly enhanced. Children now have a broader understanding of different cultures and a heightened awareness of diversity as the childminder makes good use of the library, museum, and reference books. This enables her to offer them activities which support their understanding of the value of differences between people. Additionally, hygiene arrangements are prioritised to ensure that children develop life skills that will serve them well throughout their lives. The childminder is increasingly reflective about her practice and seeks to improve by listening to children and the regular feedback she seeks from parents. She has also completed the local authority quality assurance scheme and uses an online self-evaluation form to help to further improve and inform her practice. This allows the childminder to generally successfully monitor children's learning and development, and the educational programmes offered. However, as she has not established a programme of continuous professional development, her depth of understanding occasionally affects children's rate of progress in literacy. Nonetheless, overall, children make good progress towards the early learning goals in their time with her.

Partnerships with parents are good because the childminder respects them as their child's first and enduring educators. She seeks to complement this through the service that she provides, while recognising the individuality of every family. Parents comment that they are pleased with the service and care they and their children receive. They appreciate the childminder's flexible approach and how hard she works to meet their needs. Partnerships with other providers and agencies are effective as the childminder liaises with them to support children to make progress from their initial starting points. For example, she seeks advice and support from her local health visitors when necessary and enjoys established relationships with the local school and pre-school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY341858
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	820744
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	07/03/2012
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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